

Fall 8-15-1998

ENG 1000-003: Fundamental English

English Department

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Recommended Citation

English Department, "ENG 1000-003: Fundamental English" (1998). *Fall 1998*. 5.
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English 1000: Fundamental English
Course Policy Statement and Syllabus
Fall 1998

Instructor:

Office:

Office Hours:

Required Texts:

Check these books out from the Textbook Rental Service

- Audrey J. Roth: The Elements of Basic Writing With Readings, Second edition.
- Funk, McMahan, Day: The Simon & Schuster Short Prose Reader.
- Fulwiler & Hayakawa: The Blair Handbook, Second edition.

You'll also need an 8 1/2" x 11" spiral-bound notebook for use as a journal in this class.

Goals: To help improve your writing through practice and instruction in developing and organizing ideas; in using words, sentences, and paragraphs effectively; and in acquiring and perfecting skills for revising and editing your prose.

Course requirements: Attendance at and participation in all class meetings; completion of all reading and writing assignments on time.

Please note: Students who accumulate more than five unexcused absences during the semester should not expect to pass English 1000. (Excused absences are those involving illness or death in the family. When an absence is excused, students may be permitted to make up assignments at the convenience of the instructor.)

Assignments: Your writing journal (notebook) will be used for both in-class and out-of-class writing. Some of your journal writing will be assigned; some will be writing that responds to the reading for the class. You should save all written assignments and essays. You will be using this material for assembling portfolios of your work to submit for mid-term and for final evaluation. I may require you to keep a spelling section in your journal. All out-of-class essay assignments should be either typed or legibly and neatly hand-written. In-class essays will be hand-written.

I may assign additional exercises based on your specific needs. ALL assignments are important. If you complete the assignments in the planned sequence, you will be much more likely to succeed in this course.

Conferences: You are encouraged to see me for conferences outside of class and to receive extra help in the Writing Center. I may require you to seek tutoring in the Writing Center, which is located in 301 Coleman Hall.

Grading: English 1000 is graded Credit/No Credit. In order to pass the course, you must earn my recommendation and submit a writing portfolio that earns a pass for the course. My recommendation will be based primarily on satisfactory completion of all reading and writing assignments, including exercises, and on satisfactory class participation. You cannot register for English 1001C until you pass English 1000.

Information for Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Course Syllabus

In order to accommodate the needs of the class, the following schedule of discussion, reading, and writing assignments is tentative. We may need to be flexible and may need to change the order of assignments. You will be notified of any changes in class. Because writing is a process, topics will often be introduced and then reviewed later in the semester. All assignments—readings, essays, revisions, exercises, and so on—are course requirements and must be completed fully and on time. You should save all written assignments and essays. You will be using this material for assembling two portfolios of your writing. One small portfolio will be submitted at mid-term for the purpose of checking your progress. You will submit a second, larger portfolio for final evaluation of your performance in the course. (See the Portfolio Guidelines attached to this syllabus.)

Week 1

8/24 Introductions

Get textbooks from Textbook Rental Service:

Audrey J. Roth: The Elements of Basic Writing

With Readings, 2nd edition

Funk, Day & McMahan: The Simon & Schuster Short Prose Reader

Fulwiler & Hayakawa: The Blair Handbook, 2nd edition

Purchase an 8 1/2" x 11" notebook for use as a class journal.

In-class essay #1

8/26 In-class essay #2

Make an appointment with me to discuss your in-class essays.

8/28 Introduction to the course.

Week 2

8/31 Roth, Chapter 1, "You As a Writer" (1-11).

9/2 Roth, Chapter 2, "Getting Started" (12-19).

Reading and Discussion: Paula Gunn Allen, "Where I Come From is Like This" (506-508)

9/4 Starting a Journal --"Thinking Critically" and "Writing" (508).

Week 3

9/7 Labor Day. No Class

- 9/9 Writing as a Process: Roth, Chapter 2, "The Elements of Writing" (19-21).
Journal Writing: Roth, Chapter 3, "Keeping an Idea Journal" (28).
- 9/11 Writing Assignment #1: Something about yourself/Something about others: Class Newsletter
Chapter 3, "Finding and Narrowing Subjects (22-43).
Part IV, Chapter 18, "Subjects, Verbs, and Completers" (288-299).

Week 4

- 9/14 Chapter 4, "Topic Sentences" (44-56).
Paragraph to Essay: Chapter 16, "Choosing Thesis Statements" (251-253);
"Applying Paragraph Ideas to Essays" (243-245).
- 9/16 Planning and Drafting: Chapter 5 "Supporting Topic Sentences" and "Order of Support" (57-71).

Paragraph to Essay: Chapter 16, "Planning the Contents of Essays" (253-258).
Revising and Refining: Chapter 7, "Revising for Order" (93- 99).
- 9/18 Writing Assignment #1 due.
Revising and Refining: Part IV, Chapter 20, "Fragments and Run-Ons" (316-328).

Week 5

- 9/21 Chapter 8, "Description" (122-135). Reading and Discussion: Annie Dillard, from
An American Childhood (508-510).
Journal Writing: "Thinking Critically" and "Writing" (510-511).
- 9/23 Chapter 9, "Narration" (136-148).
Writing Assignment #2: Descriptive narration based on personal recollection.
- 9/25

Week 6

- 9/28 Drafting: Chapter 6, "Using Specific Words" and "Expanding Sentences for Detail" (72-81).
- 9/30 Writing Assignment #2 due; Writing Groups.
- 10/2 Part IV, Chapter 23, "Verbs, Voice and Tense" (357-373).

Week 7

- 10/5 Revising and Refining: Chapter 7, "Revising for Consistency in Person and Tense" (103-106).
Preparing for midterms--writing in-class essays.
Purchase four exam booklets from MLK Union Bookstore and
bring them to class on Wednesday.
- 10/7 Essay #2 revision due.
Write Midterm essay #1 in class.
- 10/9 Revise Midterm essay #1 in class.

Week 8

- 10/12 Write Midterm essay #2 in class.
- 10/14 Revise Midterm essay #2 in class.
- 10/16 Discuss and arrange and submit Midterm Portfolios.
Make an appointment with me to go over your midterm essays.

Week 9

10/19 Chapter 10, "Process" (149-163).

Reading and Discussion: Sabine Vendrely, "Voladores: The Flying Men of Papantla" (518-521).

10/21 Journal Writing: "Thinking Critically" and "Writing" (521).

Continued discussion of Vendrely, "Voladores" and process writing.

10/23 Fall Break. No Class

Week 10

10/26 Writing Assignment #3: Process Writing.

Inventing topics/Brainstorming.

10/28 Drafting: Chapter 6, "Transitions" (81-92).

Paragraph to Essay: Chapter 16, "Linking Paragraphs in the Body of an Essay" (262-265).

Part IV: Chapter 24, "Irregular Verbs" (374-387).

10/30 Writing Assignment #3 Due: Writing Groups: Revision, Discussion.

Week 11

11/2 Part IV: Chapter 25, "Agreement" (388-403).

Revising and Refining: Chapter 7, "Revising to Eliminate Wordiness" (106-109).

11/4 Revision of Essay #3 due: Writing Groups, Proofreading.

11/6 Chapter 15, "Persuasion" (221-255).

Reading and Discussion: Fabiola Cabeza de Baca, "The Pioneer Women" (536-537).

Journal Writing: "Thinking Critically" and "Writing" (537).

Week 12

11/9 Reading and Discussion: Coretta Scott King, "The Death Penalty is a Step Back" (539-540).

Journal Writing: "Thinking Critically" and "Writing" (540).

11/11 Chapter 15, "Persuasion" (225-235) "Four Keys to Writing Persuasion."

Part IV, Chapter 26, "Modifiers" (404-425).

11/13 Writing Assignment #4: Persuasive opinion essay. Work on generating topics.

Review: Chapter 16, "Essays" (239-274).

Week 13

11/16 Chapter 15, "Persuasion" (235-238) "Topic Sentences for Persuasion."

11/18 Writing Assignment #4 due: Writing Groups.

11/20 Revision Work on Essay #4.

Week 14

11/30 Review and preparation for final essays.

Purchase four exam booklets from MLK Union Bookstore and bring them to class on Wednesday.

Revision of Essay #4 due.

Part V, Chapters 28 & 29, "Commas" and "Other Punctuation Marks" (435-465).

12/2 Write Final essay #1.

12/4 Revise Final essay #1.

Week 15

12/7 Write Final essay #2.

12/9 Revise Final essay #2.

12/11 Discussion of material for final portfolio. Portfolio due.

**** Important: Make an appointment for finals week to discuss your final essays. ****

English 1000
Portfolios

Your performance in the course will be evaluated, in part, by the Composition Committee, who will review your final writing portfolio. The portfolio method has been chosen in order to enable students to have some control in selecting a representative sample of their work to be graded.

The final grade for the class will depend entirely upon my recommendation and the Composition Committee's evaluation of your final portfolio. As an indication of your progress, the midterm portfolio may significantly affect the emphasis and direction of the latter half of the course. It is, therefore, in your best interest to write and revise carefully and to select your finest work for your portfolios.

MIDTERM: The midterm portfolio will contain one revised out-of-class essay with a copy of the topic, and one of the two in-class midterm essays, each to be chosen by the student. The midterm portfolio will be used solely as an indication of your progress, and will have no bearing on the final grade.

FINAL: The final portfolio will contain two revised out-of-class essays with copies of the topics, and one of the two final exam essays. Again, you will choose what to include. One of the two out-of-class essays may be the essay included in the midterm portfolio, provided that the essay has been revised since midterm.

BOTH MIDTERM AND FINAL PORTFOLIOS must contain the following:

1. A personal statement explaining why you selected these essays as representative of your work.
2. Drafts of the portfolio essays. This includes drafts of the chosen in-class essays.
3. A statement written by me certifying the essays to be genuinely the work of the student.
4. A checklist compiled by me showing a) your completion of all coursework, and b) the number of times assignments have been revised.

NOTE: Be sure to make and retain copies of all work that you submit in your portfolios!